



See who's causing a commotion in Michigan.

Join the Library of Michigan and Target for the Michigan Reads! One State, One Children's Book program. We're inviting everyone in Michigan to share the adventures of *Raccoon Tune* by Nancy Shaw.

Programming & Resource Guide September 2008





ONE STATE, ONE BOOK.
LIBRARY OF MICHIGAN

Library of Michigan presents...

Michigan Reads!

Programming and Resource Guide for
***Raccoon Tune* by Nancy Shaw**

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Introduction

to the Michigan Reads! Program

About Michigan Reads!

“The Michigan Reads! program seeks to highlight the importance of reading and sharing books with children, especially toddlers through early elementary, and to recognize the vital role of libraries which provide access to quality books, programs and services to children and families that lay the foundation for reading and school success.”

The Michigan Reads! program is an extension of the “One Book” concept which encourages a community—in this case, the Michigan preschool and early elementary community—to read and discuss a single book. In conjunction with this program, Governor Jennifer Granholm has proclaimed that September 2008 is “Michigan Reads to Children Month.”

In keeping with the local, community-based approach of the Michigan Reads! program, a Michigan author’s work has been selected as the featured book. *Raccoon Tune* is written by Nancy Shaw. Shaw works and lives in Ann Arbor, MI and will be touring the state during September to support the Michigan Reads! program.

For more information on the Michigan Reads! program, please visit the Library of Michigan’s website: www.michigan.gov/michiganreads.

About *Raccoon Tune*

Raccoon Tune provides an exciting glimpse into the nightlife of a playful group of raccoons. The reader (who would normally be asleep) gets to witness a raccoon family’s nightly ritual of prowling for dinner through the trash. Told through a toe-tapping, knee-slapping rhyme, the reader follows the raccoon family through the ups and downs of city survival.

Learn more about Nancy Shaw at her website: www.nancyshawbooks.com.

About this Guide

This guide is made up of two parts. The first part consists of background information on early childhood literacy. The second half of the guide gives programming ideas specific to *Raccoon Tune*. These two parts work together to stress the importance of reading and sharing books with children while also highlighting *Raccoon Tune* as the 2008 Michigan Reads! selection.

The sections are divided by color.

■ Part I: Early Childhood Literacy Information

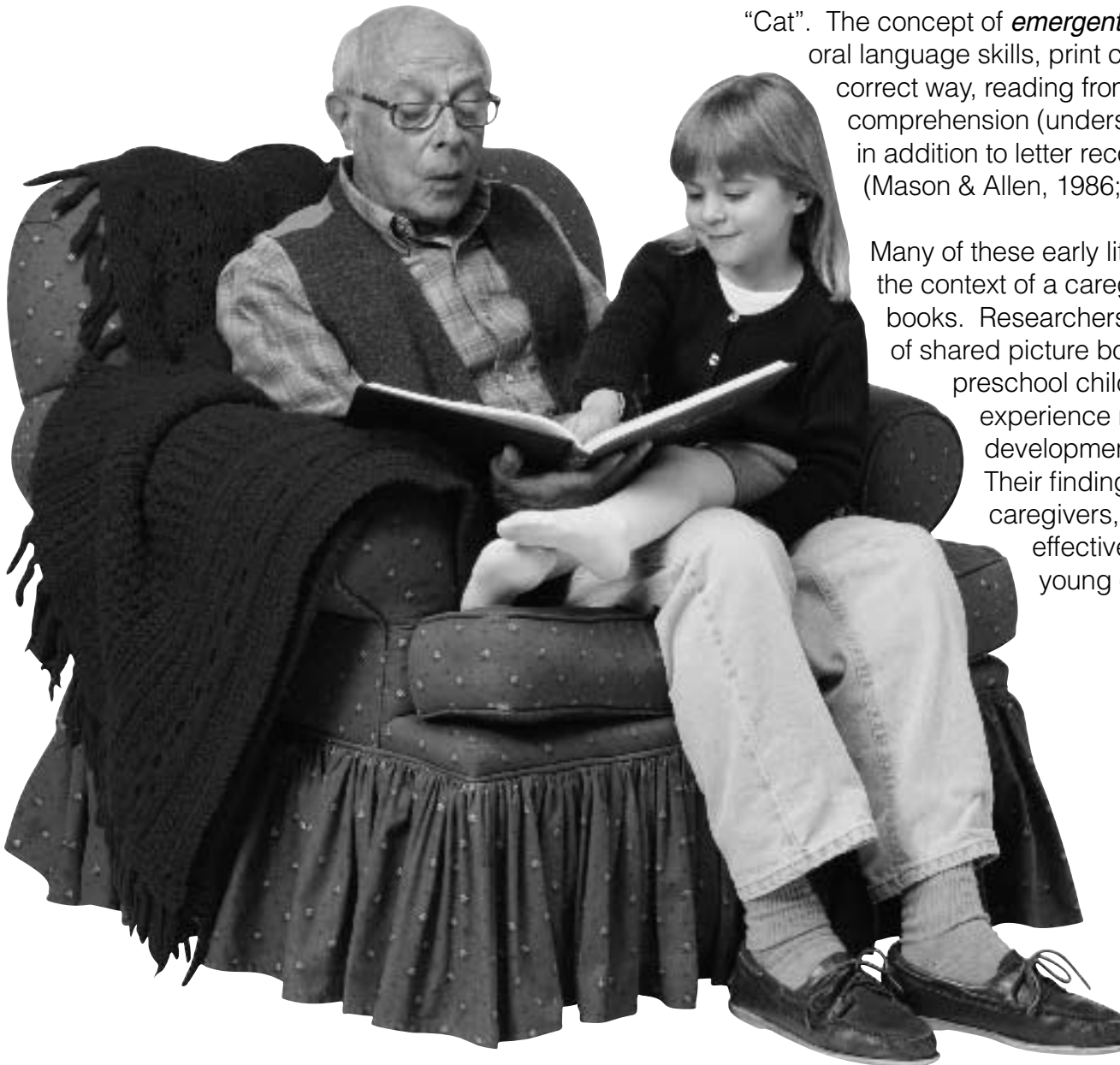
■ Part II: Programming Ideas for *Raccoon Tune*



The Developing Child and Early Literacy

A great deal of literacy development happens before a child knows that “B” makes the “buh” sound and “C-A-T” spells “Cat”. The concept of *emergent literacy* includes children’s oral language skills, print concepts (holding a book the correct way, reading from left to right, etc.), and reading comprehension (understanding the narrative of a story) in addition to letter recognition and word decoding (Mason & Allen, 1986; Reese & Cox, 1999).

Many of these early literacy skills are developed in the context of a caregiver and child reading picture books. Researchers have studied many aspects of shared picture book reading in infants and preschool children to understand how this experience relates to language and literacy development (see Fletcher & Reese, 2005). Their findings, in turn, can inform parents, caregivers, and librarians how to be most effective when interacting with very young children over picture books.



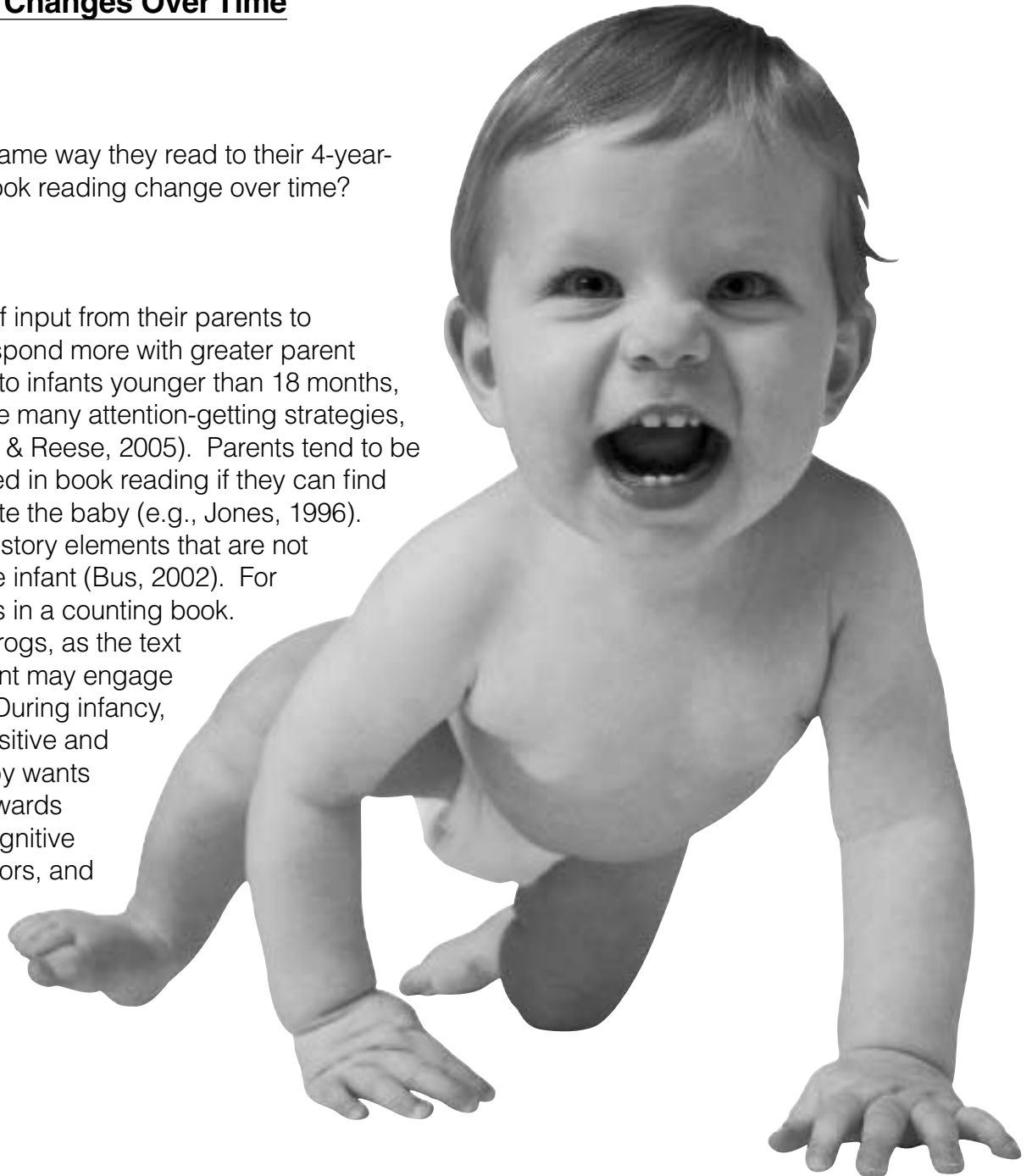
for Parents

The Parent-Child Reading Experience and How it Changes Over Time

Parents do not read to their infants the same way they read to their 4-year-olds. How does the quality of picture book reading change over time?

Reading with Infants

Infants and toddlers tend to need a lot of input from their parents to understand books. They also tend to respond more with greater parent elaboration (Bus, 2002). When reading to infants younger than 18 months, parents tend to deviate from the text, use many attention-getting strategies, and point to and label pictures (Fletcher & Reese, 2005). Parents tend to be most successful keeping infants engaged in book reading if they can find emotional cues within the book that excite the baby (e.g., Jones, 1996). This often means focusing on picture or story elements that are not central to the book, but are central to the infant (Bus, 2002). For example, there may be a picture of frogs in a counting book. Rather than focusing on the number of frogs, as the text would encourage a reader to do, a parent may engage the infant by making croaking sounds. During infancy, it is most important that reading be a positive and enjoyable experience—one that the baby wants to repeat. While many books geared towards the youngest readers have important cognitive concepts in them—numbers, letters, colors, and shapes—it is more important from an emergent literacy perspective that children learn that book reading is fun and rewarding. The content will follow in time.



Reading with Toddlers and Preschoolers

With children over 18 months, parents begin to have extended conversations with their children about pictures and the story (Fletcher & Reese, 2005). Parents who have a history of reading to their infants have a greater knowledge about their children's language abilities and comfort with books and thus are better able to elaborate in ways that are appropriate and engaging for their children as they grow. Children's interest in reading and initiation of reading can further be increased in the toddler and preschool period if parents allow children to pick their own books and follow their lead when reading (for example, allow children to tell their own story or set the pace; Ortiz et al., 2001). Allowing toddlers and preschoolers to have more control over the book reading experience is important at a time in their life when they are looking for more autonomy and independence.

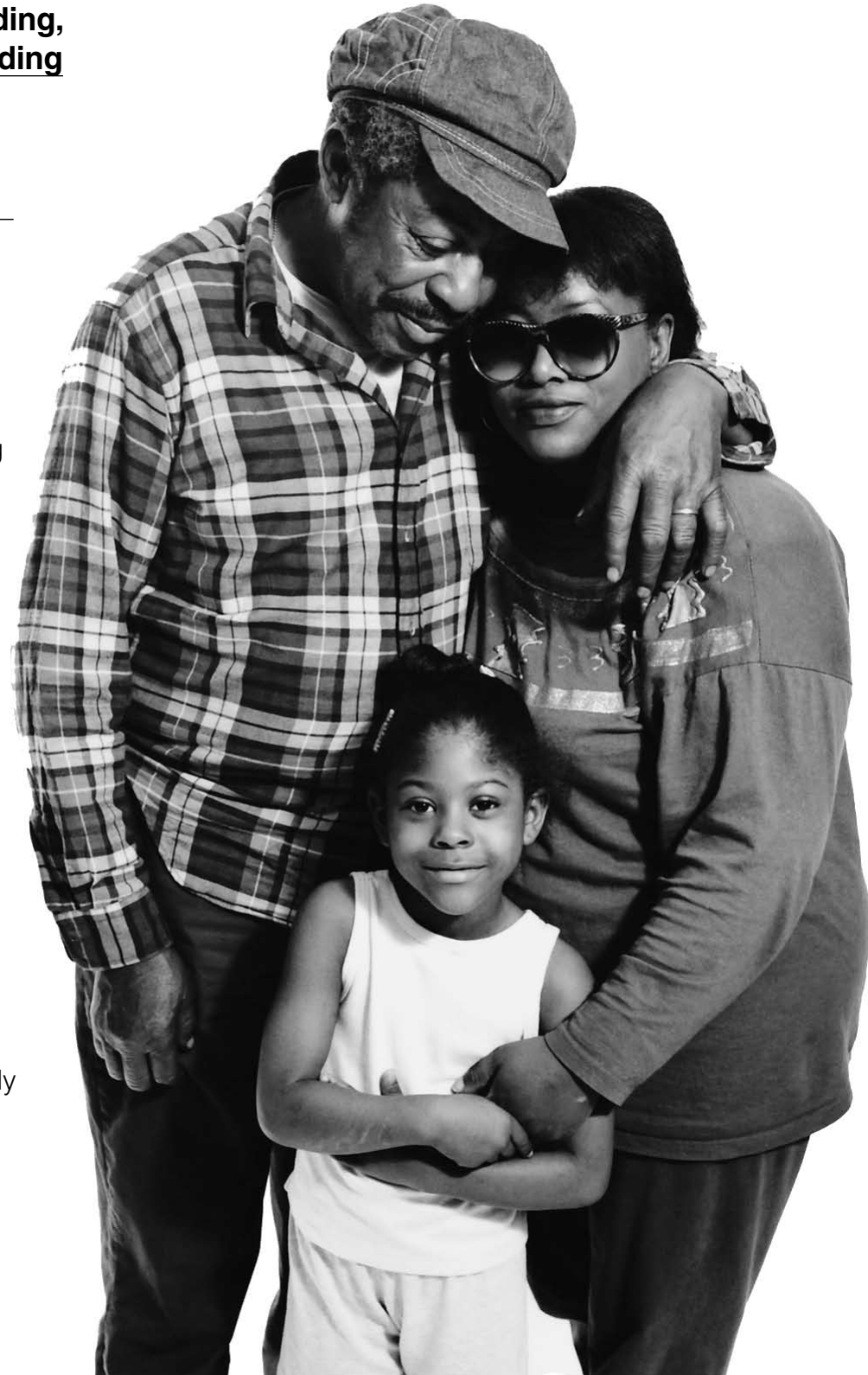
In many parent-child dyads, the style of reading shifts in the preschool years. As children who are read to frequently have a growing understanding of language, narrative development, and print, they may prefer to listen to the story without extensive elaboration. Parents of these more advanced listeners may use a performer-style of reading—sticking to the text and elaborating very little—as they become aware that their children can follow the story and remain engaged without a great deal of parent support (Bus, 2002; Martin, 1998). Successful elaborations in the later preschool years may start to include more phonological information (“look, bat and cat have the same sound at the end—can you think of other “at” words?”) as children are beginning to learn to decode letters and words on their own.



Picture Book Reading, Language Learning, and Later Reading

Researchers have found a strong positive association between picture book reading and language development—children who are read to at an earlier age tend to score higher on language measures later in life (Payne et al., 1994). Reading picture books tends to elicit certain parenting behaviors that encourages their young children to learn new vocabulary. For example, parents may label pictures in the book, comment about pictures, and ask their children questions about the pictures while they are reading (e.g., Bus & van IJzendoorn, 1988). This type of interaction over picture books exposes children to a great deal of vocabulary and concepts they might not otherwise get in other settings, such as free play or mealtime (Fletcher & Reese, 2005). Just think about the places people go and the characters they meet in books!

Children between 8 and 36 months are at a particularly sensitive time for language learning and thus would benefit most from high-quality picture book reading experiences. Studies have identified certain reading behaviors that tend to encourage child participation in book reading and, in turn, increase their language skills (e.g., Whitehurst et al., 1988). *Dialogic reading* training asks parents to 1) encourage the child to talk about the pictures and story by using open-ended questions, 2) extend and expand on the child's comments, and 3) use vocabulary appropriate to the child's developmental level (Fletcher & Reese, 2005). This reading style both encourages child engagement (especially once children can speak) and increases opportunities for language learning.



Ways to Elaborate When Reading Picture Books with Children

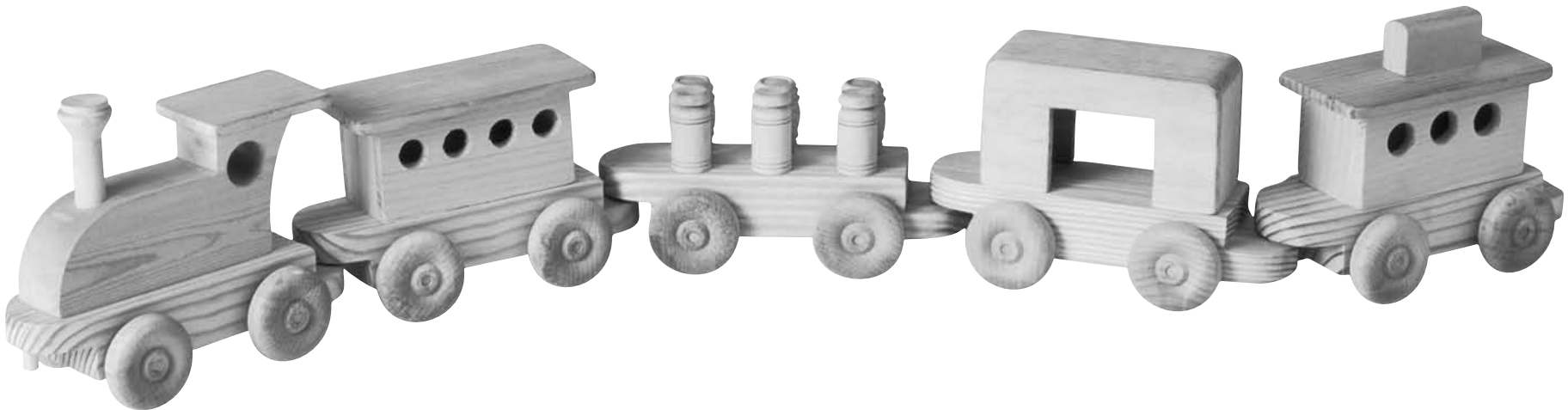
Infants

- Point to pictures and use simple labels
 - “Look, a **car**! There’s a **car**!”
 - “Look at the **baby**! What a nice **baby**!”
- Describe the pictures using adjectives
 - “That’s a **big** cat. That’s a **little** cat!”
 - “Do you see the **red** apple?”
- Use sounds and movement with the text
 - Clap, wiggle, point up and down, etc. to get the child engaged
 - You may want to help a very young child move his/her body
 - Make animal sounds, truck sounds, sound effects (“POP!”)
 - Use character voices (Example: In “The Three Bears” use a low voice for Papa, a medium voice for Mama and a high voice for Baby)



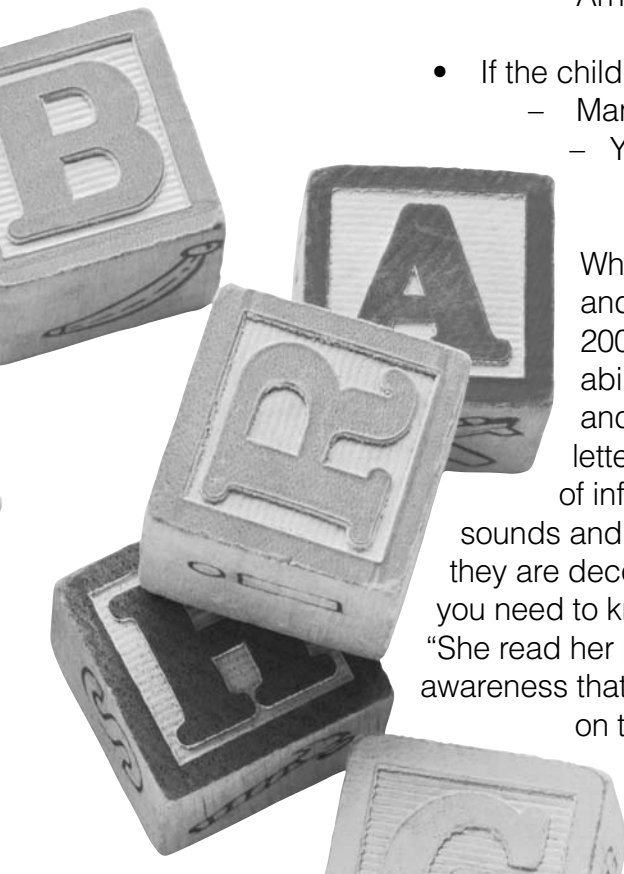
Toddlers

- All of the previously mentioned and...
- Use open-ended questions about pictures
 - “Where’s the bunny?”
 - “What color is the dump truck?”
 - “What is he doing?” / “Where is she going?”
- Answer all of the child’s questions
- Link the story with the child’s own experiences
 - “They are going to their grandma’s. Do you remember visiting grandma?”
 - “That’s a big train. We saw a train yesterday!”
- Encourage the child to talk about story elements
 - “Oh, no! Here comes the wolf! What do you think he will do?”



Preschoolers

- All of the previously mentioned and...
- Introduce phonemic information
 - Starting sounds (words starting with the same sounds, including “ch,” “sh,” etc.)
 - Rhymes
 - Word groups (words ending in –at, –an, –un; words with similar middles like “oi” or “ou”)
- Encourage the child to retell stories or invent stories that go with pictures
- Point out a few easily recognizable words in a story and have the child help you read
 - For example, find the words “Frog” and “Toad” in the Frog and Toad books by Arnold Lobel. Let your child “read” them when they come up.
- If the child asks, just read the text
 - Many older preschoolers know enough developmentally to follow stories
 - You can elaborate with questions and conversation at the end of the book

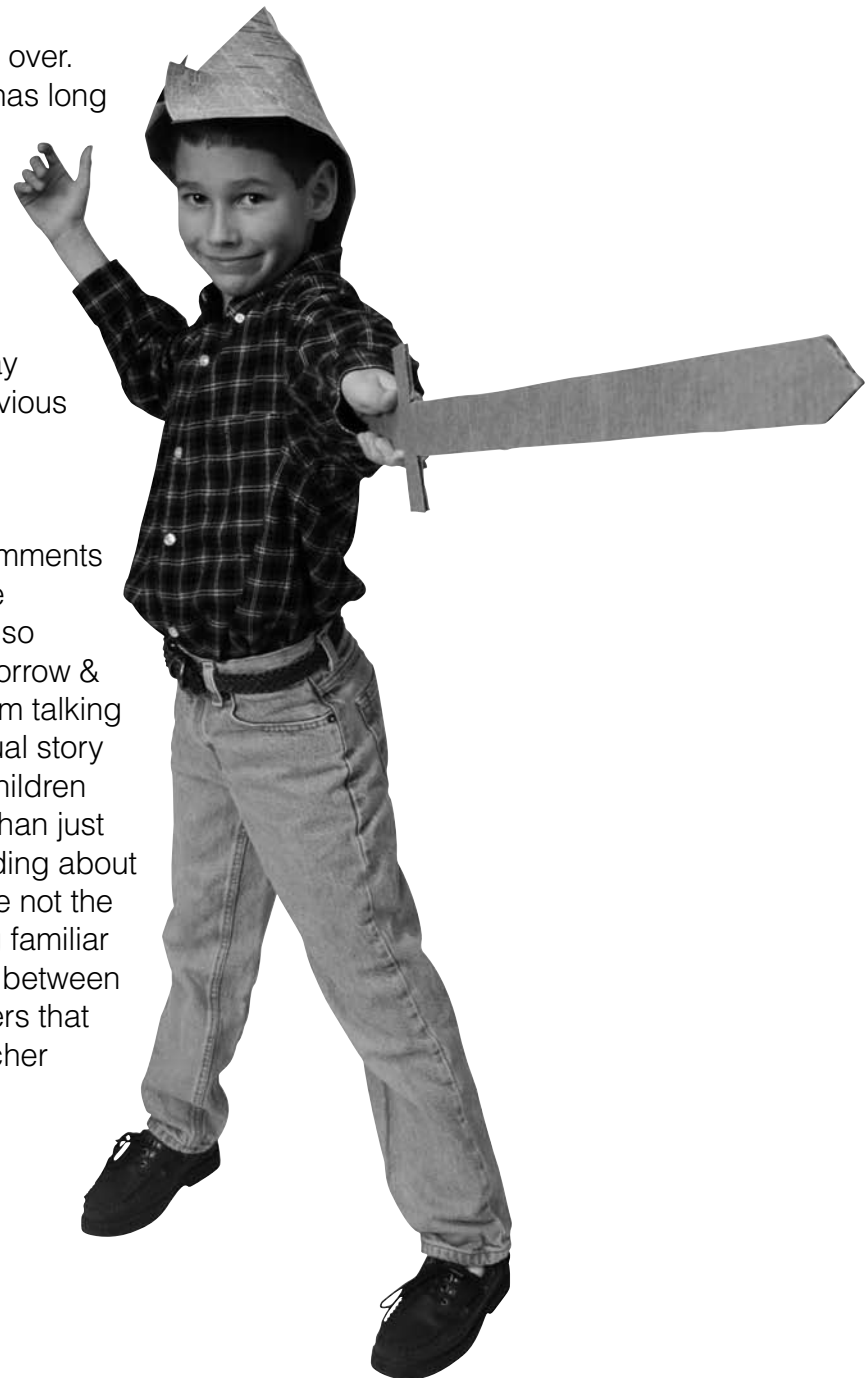


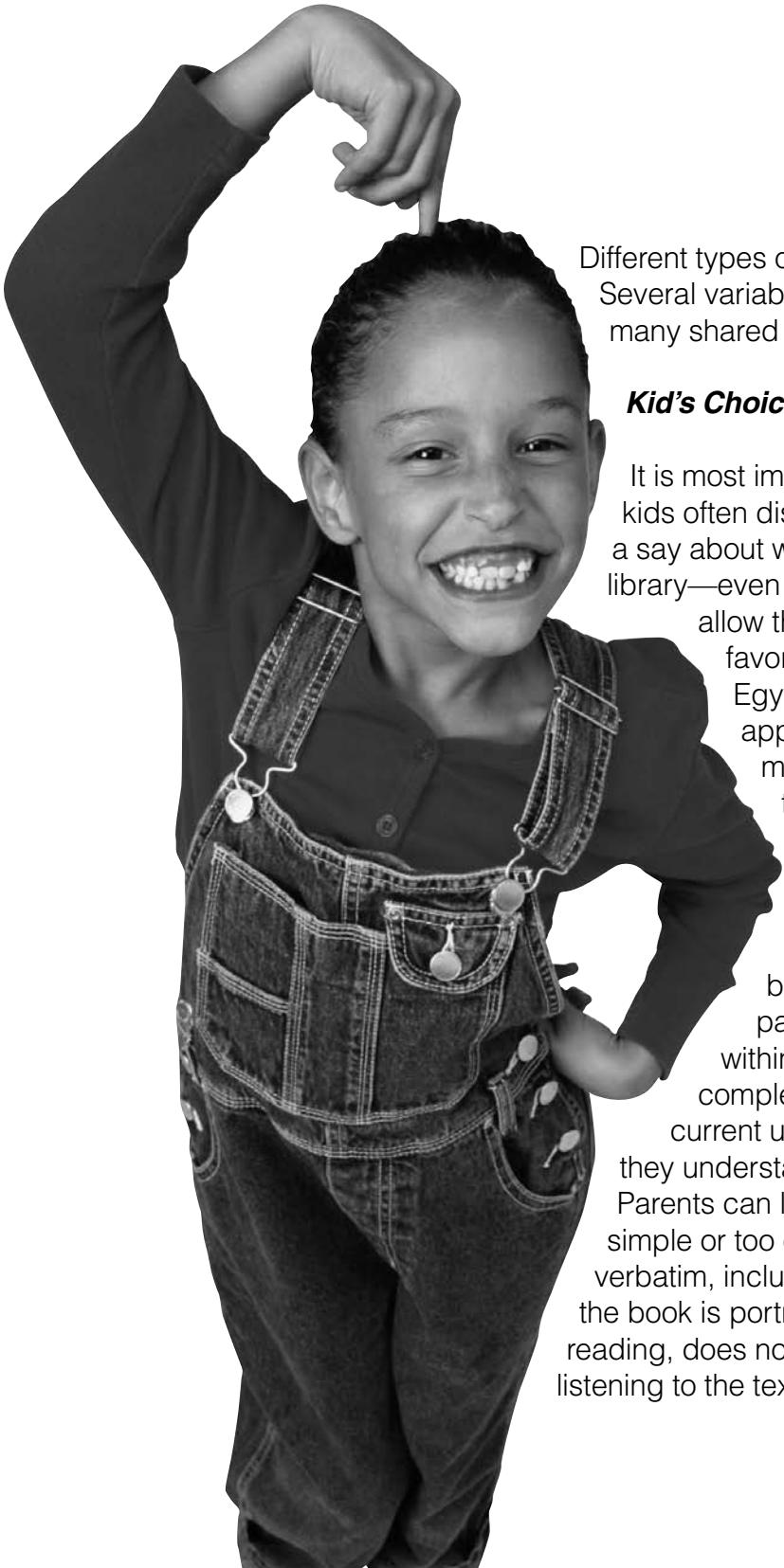
While picture book reading has been demonstrated to influence language learning and vocabulary, its links to later reading are less direct. Whitehurst and Lonigan (1998, 2002) describe two domains of literacy that are both equally important to children’s ability to read. ***Outside-in*** information includes understanding narratives, concepts, and the meaning of words. ***Inside-out*** units are the building blocks of reading including letter identification, phonemes, and sound units. All people need both of these types of information to understand text. Naturally, one does not get very far without decoding sounds and words; however, equally important, people do not understand the meaning of what they are decoding without a broader context of narrative flow, word meanings, etc. For example, you need to know enough context to understand which version of “read” to use in the sentence: “She read her mother a story.” While children who are exposed to many books increase their awareness that print is linked to specific sounds, picture book reading has a more direct effect on the ***outside-in*** domain by exposing children to a great deal of language, narrative styles, and cultural information that helps them understand the meaning of what they decode.

The Importance of Repeated Readings— Again, and Again, and Again!

Many children ask to have their favorite stories read to them over and over. While this may not be incredibly stimulating for the adult reader who has long since memorized the story, there are several important benefits for children when they are exposed to the same story repeatedly. At the most basic level, people can only process a certain amount of information at any given time. When a parent and child share a picture book, there is a lot of information to attend to—details of the story, characters, pictures, links to the child's personal experiences, etc. When adults watch a movie for the second or third time, they may notice something important or interesting that they had missed in previous viewings. Similarly, children glean new information each time they are exposed to a story.

Researchers have found that children make a higher frequency of comments and more elaborative comments over time as they are exposed to the same storybook. As children become familiar with a story, they are also more likely to reenact the story and attempt to read it on their own (Morrow & Gambrell, 2002). Over time, many children's elaborations change from talking about the pictures, to retelling the story, and finally to reciting the actual story text (Fletcher & Reese, 2005). In the context of repeated readings, children participate more with the adult reader to explain story events, rather than just asking questions about the story. This indicates a level of understanding about the story that is often not obtained after just one reading. Children are not the only ones who change as a book is read repeatedly. Parents reading familiar books to their preschoolers are more likely to focus on print and links between the story and the world—these are important processes for pre-readers that move well beyond labeling and simple questions about the text (Fletcher & Reese, 2005).





Different types of books have different effects on the shared reading experience. Several variables are at play that ideally should be optimized over time and across many shared reading experiences.

Kid's Choice

It is most important that book reading remain exciting and fun for kids. While kids often discover some of their favorite books by accident, it helps if they have a say about which books they read. Allow children to pick some books from the library—even if they are not books you would necessarily pick. When at home, allow them to choose which books to read. Help children find books with favorite characters or topics (princesses, trucks, ballerinas, knights, Egypt, etc.). Librarians are able to recommend developmentally appropriate books on a given topic for children. Children will be much more engaged in book reading if they feel they play an active role and the first step is choosing which books to read.

Book Complexity

From a cognitive development perspective, it is important to choose books that are just beyond a child's current capacity—this allows parents to help children learn more advanced concepts that are still within their reach (Fletcher & Reese, 2005). Selecting appropriately complex books requires parents to have a good estimate of their child's current understanding of concepts, their receptive vocabulary (which words they understand) and their productive vocabulary (which words they can say). Parents can look for certain signals from their children that a book is either too simple or too complex. A book may be too simple if a child can already read it verbatim, including elaborations or already knows the vocabulary or content that the book is portraying. A book may be too complex if a child disengages from reading, does not or cannot answer questions about the book, or becomes restless listening to the text.

As has been highlighted in the review above, the book is not as important as how the adult reader presents the book to the child. For example, overly complex books can be made more simple by focusing on picture elements, summarizing the story in simple terms rather than reading the text or making up stories that go with the pictures that the child can relate to. In turn, overly simple books can be made more complex by focusing on the print and phonemic qualities of the book, or elaborating book concepts. Children's librarians are an excellent resource for selecting appropriately complex books. They may also supply book lists of award-winners or "must-reads" that will give parents some ideas of different high-quality books to try with their children.

Text-to-Picture Ratio

When choosing books for very young children (under three years), it may be beneficial to select books with more illustrations and less text. Parents and children tend to use more language and interact more over books with smaller amounts of text. The more text, the more likely parents are to simply read the text and not elaborate (Fletcher & Reese, 2005; Senechal, et al., 1995). When there is little text to support the illustrations, parents and children are much more likely to create their own dialogue around the pictures. Board books frequently fit into this category since they are marketed for the youngest readers. They are often either classics or high-interest titles that are simplified for a younger audience.

Books with Less Text or Illustrations that Encourage Parent Elaboration

Blackboard bear, by Martha Alexander, Candlewick Press, 1999.

Counting kisses and other titles, by Karen Katz, Little Simon, 2003.

Hug, by Jez Alborough, Candlewick Press, 2000.

Miss Spider's tea party, by David Kirk, Scholastic, 1994.

Olivia, by Ian Falconer, Atheneum/ Anne Schwartz Books, 2000.

Pancakes for breakfast, by Tomie DePaola, Voyager Books, 1978.

Piggies, by Audrey & Don Wood, Voyager Books, 1995.

The Red book, by Barbara Lehman, Houghton Mifflin, 2004.

The Runaway bunny, by Margaret Wise Brown, illustrated by Clement Hurd, HarperCollins, 1942.

The Snowman, by Raymond Briggs, Random House, 1978.

Tuesday, by David Wiesner, Clarion Books, 1997.

Where the wild things are, by Maurice Sendak, HarperCollins, 1963.

Research Findings:

Book Reading in At-Risk Families

The vast majority of research on book reading practices samples primarily white and middle- to upper-class subjects. Book reading in poorer families is just as likely to lead to better language and cognitive outcomes as book reading in middle- and upper-class families (Raikes et al., 2006). Less is known about the quality of book reading experiences in families experiencing greater environmental stressors. Survey research suggests a great deal of variability in literacy practices among families living in poverty, depending on maternal factors (for example, education level) and access to resources (for example, being involved in Early On or Head Start programs). Clearly, some disadvantaged parents are aware of the importance of early and frequent book reading with their children. Others may need much more support to make high-quality shared book reading a routine part of their child's life.

At-Risk Families and Shared Book Reading

- Non-disadvantaged families are twice as likely as families living below the poverty line to read several times per week to their infants and toddlers
- 84% of primarily English-speaking mothers reported reading to their children during a survey week compared to only 48% of non-English-speaking mothers
- Higher educated mothers read more frequently to their children
- Intervention programs have been shown to increase book reading and other literacy activities in at-risk households
- In a large study of at-risk families, 48% of mothers reported reading daily to their 14-month-old children, 29% read several times per week, 10% read several times per month, and 12% rarely read to their 14-month-old children
 - These mothers reported more reading as their children got older—with 54% of mothers reading daily to their 3-year-old children
- Children of color (specifically, African American and Hispanic) are read to less frequently than white children
- In a nationally representative sample of at-risk families, Spanish-speaking mothers reported having fewer books for their children than English-speaking Hispanic mothers, white mothers, and African American mothers

One of the concerns most central to librarians is whether at-risk families have regular access to children's books. A gap seems to exist between families living below the poverty line and families living above the poverty line when it comes to ready access to children's books. For example, one study showed that 48% of families receiving public assistance reported having no alphabet books for their preschoolers. Only 3% of professional families reported no alphabet concept books in their homes (in Raikes et al., 2006). While public libraries offer a free source of children's literature, poor families often face constraints in accessing the library, such as unreliable transportation, safety concerns in urban areas, or geographic isolation in rural areas (Raikes et al., 2006). In a nationally representative sample of at-risk families, Spanish-speaking mothers and African American mothers report having the fewest books in their homes compared to their white and English-speaking Hispanic counterparts (Raikes et al., 2006).





for Librarians

How Librarians Can Inform Parents

Simply being informed about the role of early picture book reading on literacy is a big step towards sharing this knowledge with parents. As a librarian, you are a trusted reference for many parents who are looking for advice about how, what, and when to read to their children. Here are a few ideas about how to communicate some of the information from this resource guide to parents.

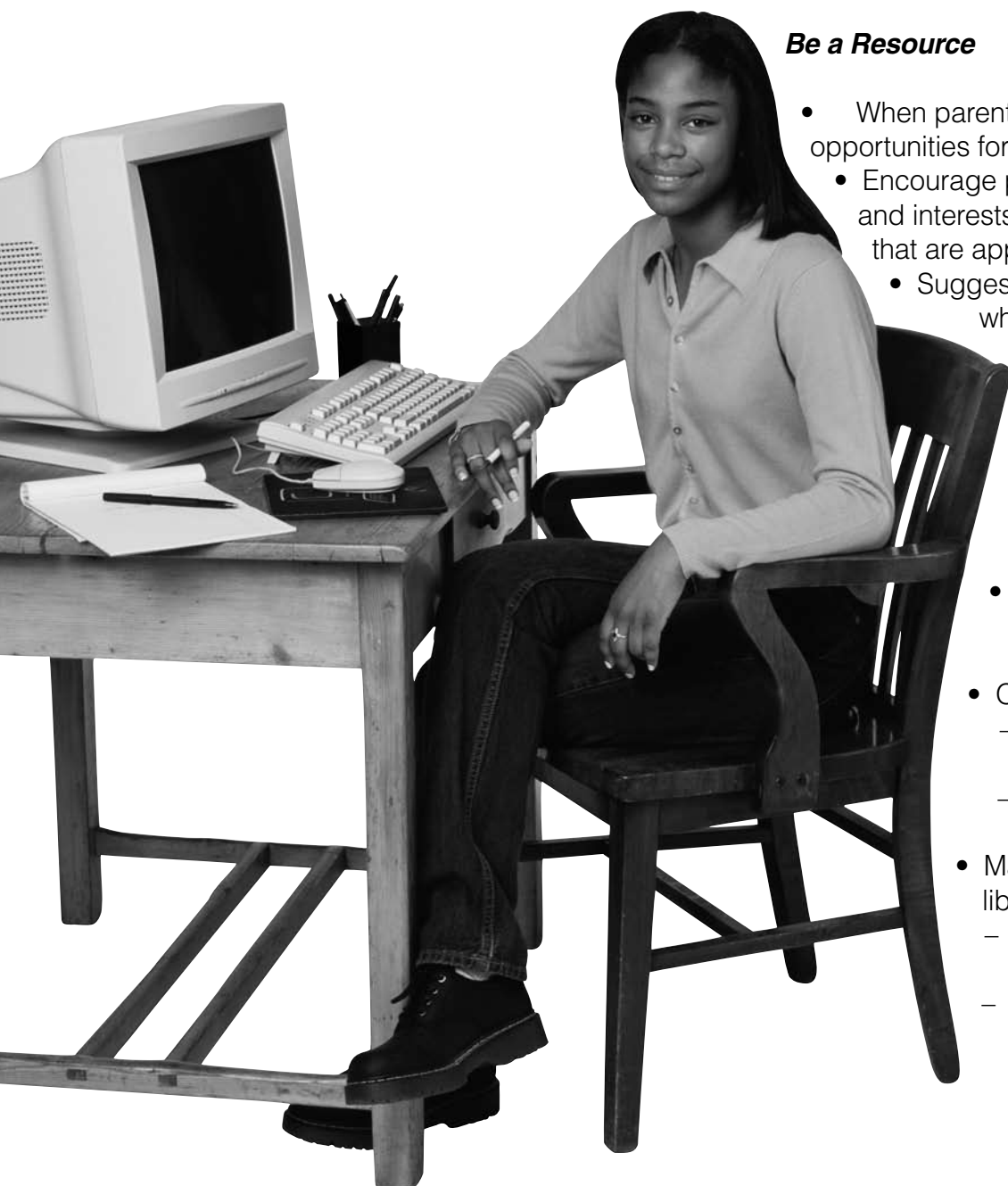
Be an Example

- Choose appropriate books for the target age during story times and other programming
- Have extra and similar titles available for check out
- Use elaborative questions, labels, etc. in front of parents
 - Be sensitive to children's individual differences in attention—not all children can sit on a cushion for three books in a row!
 - Give parents a lot of ideas about things to try to get their children engaged with reading
 - Talk to kids directly about their interests, what types of books they like best, etc. If you put the child first in the library, the parents are encouraged to do so also.

Programming

- Provide programs for babies to encourage parents to start reading early
- Keep age ranges on story times narrow in order to tailor the experience to the children
- Schedule programs at various times so working parents have a chance to attend with their children
- Make sure your library has a presence in the community in schools, community centers, and other locations where the message of literacy can have a far reach
- If there is a non-English speaking community in your area, try a bilingual program
- Offer programs that cater to different styles of reading and different child characteristics, for example:
 - Movement or dance story time for the active crowd
 - Thematic programming for popular topics among the toddler and preschool crowd (for example, trucks, ballerinas, zoo animals, etc.)
- Many families have more than one young child—try family programming that gives parents some ideas about how to read to multiple children in an engaging way
 - For example, suggest books that engage both babies and toddlers/preschoolers
 - Encourage an older child to read to a younger child
- Parents need programs too
 - Offer a program on early literacy practices
 - Try a “navigating the library” program—not all parents are comfortable in libraries and may not be taking full advantage of what you have to offer





Be a Resource

- When parents come to you for assistance, these are good opportunities for you to share your expertise
 - Encourage parents to think about their child's cognitive level and interests when choosing books. Help them select books that are appropriate.
 - Suggest books that might foster elaboration and explain why!
 - Encourage parents to let their children choose books
 - Roam... move around the library to make yourself available
 - Get down to the children's level. It will make you more accessible to them and let you see your library from their perspective.
 - Inform parents about some of the findings from this guide (for example, it is great to read your child the same book over and over!)
 - Offer active outreach efforts
 - Connect with other community resources to reach patrons from multiple venues
 - Publicize literacy and library resources in places outside the library's traditional reach
 - Make sure parents know where to find things in your library—don't assume they will always ask!
 - If books are separated by developmental level, make sure this is clear
 - If you have world language collections, make sure patrons know where to find them



Program Ideas for “*Raccoon Tune*” **Raccoons!**



Note: The Michigan Reads! webpage contains links to all URLs mentioned within the programming section at: www.michigan.gov/michiganreads

Read

- *Albert's raccoon*, by Karen Wallace and Graham Percy, Kingfisher, 2004.
- *A Friend for all seasons*, by Julia Hubery, illustrated by Mei Matsuoka, Atheneum Books, 2006.
- *The great Corgiville kidnapping*, by Tasha Tudor, Little Brown, 1997.
- *How raccoon got his coat*, Native American Folktale: <http://www.geocities.com/crawdadcreekrehab/RaccoonCoat.html>
- *Hunter's best friend at school*, by Laura Malone Elliott, illustrated by Lynn Munsinger, HarperCollins, 2002.
- *Kisses*, by Nanda Roep and Marijke ten Cate, Hand Print, 1998.
- *A Kiss goodbye*, by Audrey Penn, illustrated by Barbara Leonard Gibson, Tanglewood Press, 2007.
- *The Kissing hand*, by Audrey Penn, illustrated by Ruth E. Harper & Nancy M. Leak, Child & Family Press, 1993.
- *Little raccoon and the outside world*, by Lilian Moore, McGraw-Hill, 1965.
- *Now what can I do?*, by Margaret Park Bridges, illustrated by Melissa Sweet, Seastar Books, 2004.
- *Our library*, by Eve Bunting, illustrated by Maggie Smith, Clarion Books, 2008.
- *A Pocket full of kisses*, by Audrey Penn, illustrated by Barbara Leonard Gibson, Tanglewood Press, 2006.
- *Raccoons*, by K. M. Kostyal, National Geographic Society, 1993.
- *Raccoon and ripe corn*, by Jim Arnosky, HarperTrophy, 1991.
- *Raccoons for kids: ringed tails and wild ideas*, by Jeff Fair and Alan Carey, Photographs by Sandy Carey, Northword Press, 1994.
- *Raccoon moon*, by Nancy Carol Willis, Birdsong Books, 2002.
- *Raccoon on his own*, by Jim Arnosky, Puffin, 2003.
- *Raccoon tune*, by Nancy Shaw, illustrated by Howard Fine, Henry Holt, 2003.
- *The Real winner*, by Charise Neugebauer, illustrated by Barbara Nascimbeni, North-South/ Night Sky Books, 2000.
- *Ruby bakes a cake*, by Susan Hill, illustrated by Margie Moore, HarperTrophy, 2005.
- *Ruby paints a picture*, by Susan Hill, illustrated by Margie Moore, HarperCollins, 2005.
- *The Searcher and old tree*, by David McPhail, Charlesbridge Publishing, 2007.
- *Stay awake, Sally*, by Mitra Modarressi, Putnam, 2007.
- *Timothy goes to school*, by Rosemary Wells, Dial Press, 1981.
- *Wait till the moon is full*, by Margaret Wise Brown, illustrated by Garth Williams, HarperTrophy, 1989.



Crafts (all crafts best for ages 2-5)

- Raccoon in Tree puppet: www.tltree.com/c4_activity.htm
- Raccoon paper bag puppet: www.enchantedlearning.com/crafts/puppets/paperbag/
- Raccoon from hearts templates (can be used for stick puppets): www.first-school.ws/activities/shapes/animals/raccoon-hearts.htm
- Raccoon Masks:
 - www.humanewildlifecontrol.com/pdf/kids_mask.pdf
 - <http://childcareandbeyond.tripod.com/mask-raccoon.html>
 - www.warnershedd.com/pages/raccoon1.htm and
 - www.warnershedd.com/pages/raccoon2.htm
- Raccoon Tail: <http://familyfun.go.com/printables/games/printable/pinhtail-raccoon/>
Use just the tail cut-outs and tie string through the top of the tail and around the children's waists!





Sing-a-longs

- **I'm a Little Raccoon**, to the tune:

"I'm a Little Teapot,"

Ages 0-5

(Source: DLTK's Crafts for Kids)

I'm a little raccoon, prowling around,
(use your hands like little paws and make a cautious prowling motion.)

I hunt for food without a sound.
(look left and then right and then make a shhhhhh motion — with your finger to your lips)

A mask on my face and a bushy tail,
(point to your eyes and then swish one arm behind you like a tail)

Let's see if you
can spot my trail!
(point at someone and then put hand on forehead (like a salute) and gaze at the floor like you're looking for pawprints)

- **Raccoon Sitting in a Tree**, to the tune:

"Twinkle, Twinkle, Little Star,"

Ages 0-5

(Source: www.misterandersons.com)

Raccoon, raccoon, climbing a tree,
Wearing a mask, you can't fool me.
Hiding there so I can't see
What you're doing in that tree.
Raccoon, raccoon, climbing a tree,
Wearing a mask, you can't fool me.

- **All Around the Garbage Can**, to the tune:

"Pop Goes the Weasel!"

Ages 0-5

(Source: Phyllis Thode, Julie Moore, text from "Raccoon Tune")

All around the garbage can
The raccoons tip it over
They want some yummy food to eat
Pop! Goes the trashcan.

This lid is on a little tight.
We'll have to put up quite a fight.
We pull and pull with all our might.
Pop! Goes the trashcan.

What's inside for us to eat?
We really want some tasty treats!
Banana peels and bright red beets.
Pop! Goes the trashcan.





- **Raccoon**, to the tune:
“Kookaburra,”

Ages 0-5

(Source: www.misterandersons.com)

Raccoon sleeps in a hollow tree,
While the sun shines on you and me.
Sleep, raccoon, sleep, raccoon,
warm and cozily.

In the darkest part of night,
Raccoon has the best
eyesight.
Look, raccoon, look, raccoon,
My, your eyes
are bright.

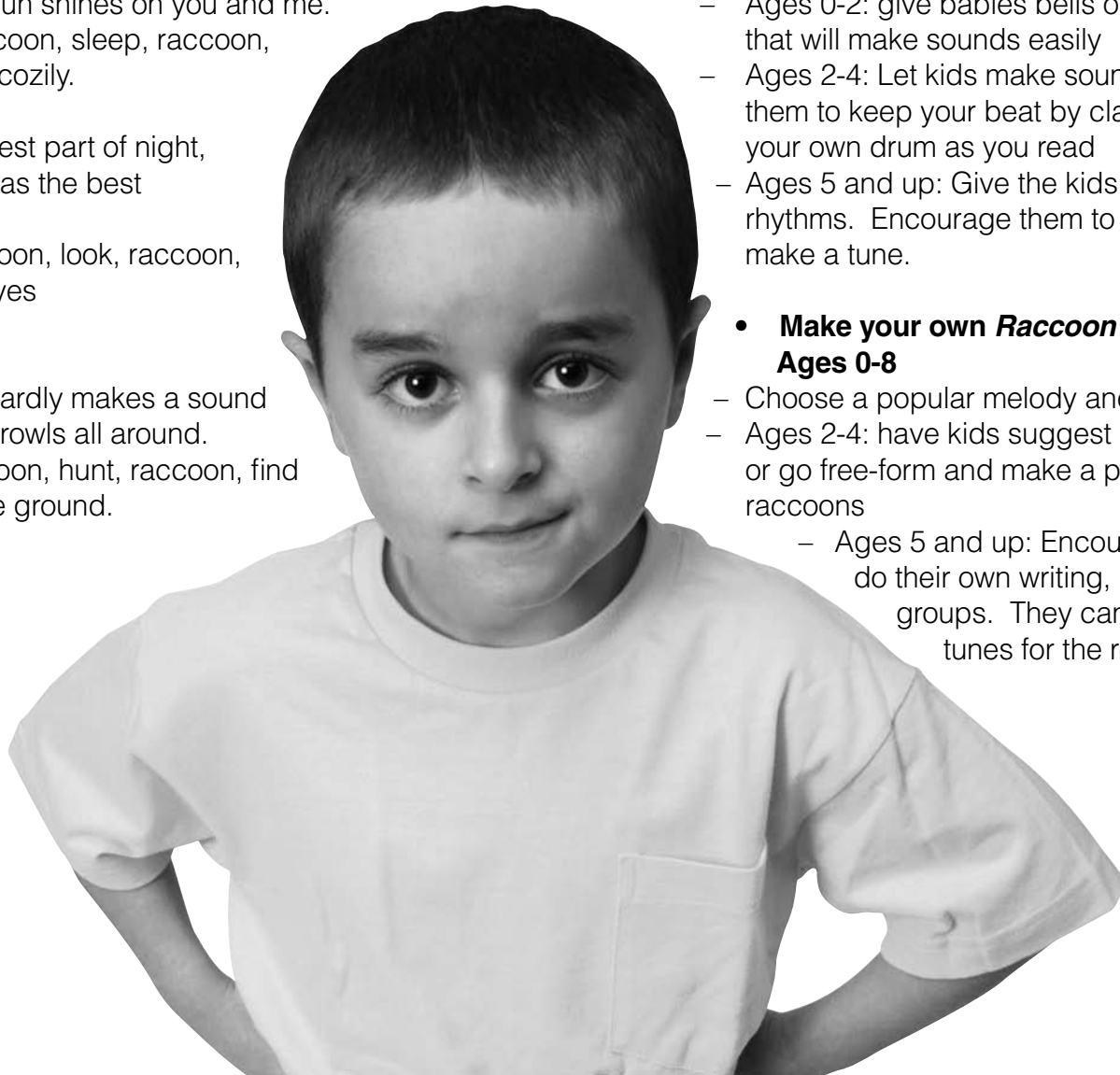
Raccoon hardly makes a sound
When he prowls all around.
Hunt, raccoon, hunt, raccoon, find
food on the ground.

- **Play Along with *Raccoon Tune!***
Ages 0-8

- Choose instruments (bells, sticks, trash can lids and sticks if you are brave!)
- Have children make a rhythm with the text while you read
- Ages 0-2: give babies bells or drums—items that will make sounds easily
- Ages 2-4: Let kids make sounds—encourage them to keep your beat by clapping, or hitting your own drum as you read
- Ages 5 and up: Give the kids more complex rhythms. Encourage them to work together to make a tune.

- **Make your own *Raccoon Tune!***
Ages 0-8

- Choose a popular melody and create a rhyme
- Ages 2-4: have kids suggest rhyming words or go free-form and make a poem about raccoons
 - Ages 5 and up: Encourage the kids to do their own writing, maybe in small groups. They can perform their tunes for the rest of the group.





Activities

- **Five Little Raccoons Finger Play, Ages 0-5**

(Source: Nature Boxes for Early Childhood Educators)

You can make some puppets (see craft section above) and then use the puppets to act out this rhyme.

One little raccoon looking for things to do,
Along came another and then there were two.
Two curious raccoons trying so hard to see,
Along came another and then there were three.
Three clever raccoons trying to
open the door,
Along came another and
then there were four.
Four happy raccoons glad
to be alive,
Along came another and
then there were five.
Five little raccoons as
tired as can be,
Looked up for a place to
rest and scurried
up the tree.



- **Raccoon, Raccoon Finger Play, Ages 0-5**

(Source: Pam Miller at www.teachers.net)

Raccoon, raccoon, (*fingers around eyes like a mask*)
Up in a tree, (*hands raised high*)
Raccoon, raccoon, (*fingers around eyes like a mask*)
You can't see me! (*cover eyes*)
Raccoon, raccoon, (*fingers around eyes like a mask*)
I can see you, (*one hand on eyes, one pointing*)
Eating fish and corn, (*pretend to eat*)
And birds' eggs too. (*pretend to eat*)
Raccoon, raccoon, (*fingers around eyes like a mask*)
Hunting at night, (*hands shade eyes and squint*)
Raccoon, raccoon, (*fingers around eyes like a mask*)
Sleeps in daylight. (*sleeping motion*)

- **Trashcan Treasure Hunt, Ages 2-8**

- Set out trashcans around the library and fill them with an assortment of “food” (either paper cut-outs or plastic food)
- Have children dress as raccoons (see masks/ tails in crafts section)
- Little “raccoons” have to try to find healthy “meals” from the trash!
- Ages 2-4: Keep the theme on healthy vs. not healthy treats for people
- Ages 5 and older: you can first learn about what raccoons eat both in the wild and closer to people. Have them search for food that raccoons would/ should eat.



- **Pin the Tail on the Raccoon,
Ages 3-8**

- <http://familyfun.go.com/printables/games/printable/pinthewtail-raccoon/>

- **Rhyming Lists,
Ages 3-8**

- Pick key words from “Raccoon Tune” and create rhyming lists
- See how many you can come up with!
- Ages 3-4: More adult-led—encourage kids to come up with rhymes too
- Ages 5 and up: Kids can do this on their own, maybe in groups

- ***Raccoon Tune* the Broadway Play,
Ages 2-8**

- Have children dress in one of the masks/ tails from the “Raccoons!” craft section first
- Some children can be other characters too (girl sleeping, frogs, fish)
- Have children act out the scenes as you read the text (you may want to suggest some simple movements that go with parts of the text and lead children through it)
- Ages 2-4: Keep movements simple and/ or choose a subset of the book to perform
- Ages 5 and up: Have children make props and think of ways to act out the book

- **Animal Tracks,
Ages 2-8**

- Set up animal tracks around the library ending with the animal the tracks belong to (either a stuffed animal or printed picture)
- Have children learn the different animal tracks, split up into animal teams (for example, bears, rabbits, or raccoons) and track that animal through the library
- Information about tracking animals: www.dnr.state.wi.us/org/caer/ce/seek/nature/track.htm
- Animal footprints identification game: www.leslietryon.com/animals1101/animalfootprints.html
- Nice resource for raccoon facts: www.kidsturncentral.com/links/raccoonlinks.htm
- Ages 2-3: adults help children, set out only one or two types of tracks for all children to follow
- Ages 4 and up: Expand the number and type of tracks, incorporate tracking information, children can split into groups and lead



Print-outs and Decorations

- Raccoon fact sheets:
 - Humane Society 4-page pamphlet: www.hsus.org/web-files/PDF/raccoon-fact-sheet.pdf
 - <http://dnr.wi.gov/org/land/wildlife/PUBL/wlnotebook/FSRaccoon.htm>
- Raccoon reading a book: <http://school.discoveryeducation.com/clipart/clip/raccoon.html>
- Raccoon in hollow tree: www.si.umich.edu/chico/RainbowCrow/coloring/raccoon.gif
- Raccoon walking: www.si.umich.edu/chico/RainbowCrow/coloring/raccoon2.gif
- Great photographs of raccoons and some clip art: <http://fohn.net/raccoon-pictures-facts/raccoon-pictures.html>
- Raccoons in various activities and an activity sheet (two pages great for coloring!): www.humanewildlifecontrol.com/pdf/kids_raccoons.pdf
- Collection of nine raccoon coloring pages: www.first-school.ws/theme/animals/cp_wild/raccoon-coloring-page.htm





Who's Awake at Night?



Note: The Michigan Reads! webpage contains links to all URLs mentioned within the programming section at: www.michigan.gov/michiganreads

Set-up Ideas

- Have children come in their pajamas (you can too!)
- Hang a moon and stars in the program room
- Turn the lights down—use flashlights!

Read

- *The best book of nighttime animals*, by Belinda Weber, Kingfisher, 2006.
- *Bringing down the moon*, by Jonathan Emmett, illustrated by Vanessa Cabban, Walker Books, 2002.
- *Desert song*, by Tony Johnston, illustrated by Ed Young, Gibbs Smith, 2000.
- *Good night, sleep tight, little bunnies*, by Dawn Apperley, Cartwheel Books, 2002.
- *Keepers of the night: Native American stories and nocturnal activities for children*, by Michael Caduto and Joseph Bruchac, illustrated by David Kanietakeron Fadden, Fulcrum Publishing, 1994.
- *Light and dark*, by Terry Jennings, illustrated by David Anstey, Gloucester Press, 1991.
- *Little Hoot*, by Amy Krouse Rosenthal, illustrated by Jen Corace, Chronicle Books, 2008.
- *Night animals*, by Susan Meredith, illustrated by Patrizia Donaera and Adam Larkum, Usborne, 2007.
- *Night creatures*, by Wade Cooper, Scholastic, 2007.
- *Nightprowlers*, by Jerry Emory and R. Menge, illustrated by A. Cannon, Gulliver Books Paperbacks, 1994.
- *Night science for kids: exploring the world after dark*, by Terry Krautwurst, Lark Books, 2005.
- *One nighttime sea*, by Deborah Lee Rose, illustrated by Steve Jenkins, Scholastic, 2003.
- *Owl Moon*, by Jane Yolen, illustrated by John Schoenherr, Philomel Books, 1987.
- *Raccoon tune*, by Nancy Shaw, illustrated by Howard Fine, Henry Holt, 2003.
- *Song of night: it's time to go to bed*, by Katherine Riley Nakamura, illustrated by Linnea Riley, Blue Sky Press, 2002.
- *Stellaluna*, by Janell Cannon, Harcourt, 1993.
- *Up all night counting: a pop-up book*, by Bruce Foster, illustrated by Robin Koontz, Little Simon, 2006.
- *Wake up big barn!* by Suzanne Chitwood, Cartwheel Books, 2002.
- *Wake-up kisses*, by Pamela Duncan Edwards, illustrated by Henry Cole, HarperCollins, 2001.
- *What the sun sees; what the moon sees*, by Nancy Tafuri, Greenwillow Books, 1997.
- *When it is night, when it is day*, by Jenny Tyers, Houghton-Mifflin, 1996.
- *When night comes*, by Ron Hirschi, photographs by Thomas D. Mangelsen, Boyds Mills Press, 2006.



Crafts (all crafts best for ages 2-5)

- Do one of the Raccoon Crafts from the “Raccoons!” program listed previously
- Owl Handprint Craft: www.dltk-kids.com/animals/mhandprintowl.htm
- Owl Paper Bag Puppet: www.dltk-kids.com/animals/mbagowl.htm
- Owl Paper Plate Craft: www.enchantedlearning.com/crafts/animals/owl/
- Bat Handprint Craft: www.enchantedlearning.com/crafts/animals/owl/
- Bat Paper Bag Puppet: www.dltk-kids.com/animals/mbagbat.htm
- Nocturnal/ Diurnal Mobiles
 - Have children make a large sun and/ or moon
 - Use templates from the web or color your own nocturnal and/or diurnal animals
 - Use fishing line or yarn to hang the nocturnal animals under the moon and the diurnal animals under the sun

Sing-a-longs

- **Raccoon**, to the tune: “Kookaburra,”
Ages 0-5
(Source: www.misterandersons.com)

Raccoon sleeps in a hollow tree,
While the sun shines on you and me.
Sleep, raccoon, sleep, raccoon, warm and cozily.

In the darkest part of night,
Raccoon has the best eyesight.
Look, raccoon, look, raccoon, My, your eyes are bright.

Raccoon hardly makes a sound
When he prowls all around.
Hunt, raccoon, hunt, raccoon, find food on the ground.

- **Owl Song**, to the tune: “I’m a Little Teapot”
(Source: www.perpetualpreschool.com)

I’m a great big owl, as you can see
I live high up in a tree.
All the other birds wake me up when they play,
Because I like to sleep in the day!



Activities

- **Sun-up, Moon-up Game,**
Ages 2-8

- Assign kids to be either nocturnal or diurnal animals
 - o Print out pictures of animals for kids to wear that are either nocturnal or diurnal
 - o Divide the group into “people” and “raccoons”
- Either make a large sun and moon, or just use the lights in the room as the sun!
- When the lights are on (or sun picture up) the diurnal animals get to run and play!
- When the lights are out (or moon picture up) the nocturnal animals get to run and play!
- Ages 2-3: have children be “people” or “raccoons” to keep it simple
- Ages 4 and up: expand the types of nocturnal and diurnal animals

- **Nocturnal animal sound game,**
Ages 2-5

www.naturepark.com/sound1.wav

- You will need to have computer access in the room
- You can also make your own animal sounds that you hear at night

- **Raccoon, Raccoon Finger Play,**
Ages 0-5

(Source: Pam Miller at www.teachers.net)

Raccoon, raccoon, (*fingers around eyes like a mask*)
Up in a tree, (*hands raised high*)
Raccoon, raccoon, (*fingers around eyes like a mask*)
You can't see me! (*cover eyes*)
Raccoon, raccoon, (*fingers around eyes like a mask*)
I can see you, (*one hand on eyes, one pointing*)
Eating fish and corn, (*pretend to eat*)
And birds' eggs too. (*pretend to eat*)
Raccoon, raccoon, (*fingers around eyes like a mask*)
Hunting at night, (*hands shade eyes and squint*)
Raccoon, raccoon, (*fingers around eyes like a mask*)
Sleeps in daylight. (*sleeping motion*)



- **Five Little Owls Finger Play,
Ages 0-5**

(Source: www.perpetualpreschool.com)

Tip: Use Owl crafts (above) to act this one out

5 little owls on a moonlit night 5 little owls are quite a sight.
5 little owls Are you keeping score? One flew away! And then there were 4.
4 little owls Happy as can be, One flew away! Then there were 3.
3 little owls Calling "Whoo! Whoo!" One flew away! And that left two.
2 little owls having lots of fun. One flew away! And that left 1.
1 little owl We are almost done. He flew away! And that leaves none.

Print-outs

- See Raccoon print-outs in "Raccoons!" program previously listed
- Owl Coloring Pages:
 - www.first-school.ws/theme/animals/cp_birds/cp_owl.htm
 - www.dltk-kids.com/animals/mowls/mowlsposter.html
 - www.lucylearns.com/images/dot-to-dot-pages-coloring-pages-elf-owl-picutres.gif
- Bat Coloring Pages:
 - www.coloring.ws/bats1.htm
 - www.first-school.ws/theme/animals/cp_wild/cp_bat.htm



Picnic Time



Note: The Michigan Reads! webpage contains links to all URLs mentioned within the programming section at: www.michigan.gov/michiganreads

Read

- *The Berenstain bears go in and out*, by Stan & Jan Berenstain, Random House, 2000.
- *The big cheese*, by Apple Jordan, illustrated by the Disney Storybook Artists, Random House, 2007.
- *Dim sun for everyone*, by Grace Lin, Knopf, 2001.
- *Fast good! Gulp! Gulp!* by Bernard Waber, Houghton Mifflin, 2001.
- *Froggy eats out*, by Jonathan London, illustrated by Frank Remkiewicz, Viking, 2001.
- *Hamburger heaven*, by Wong Yee, Houghton Mifflin, 1999.
- *How spider stopped the litterbugs*, by Robert Kraus, Scholastic, 1991.
- *It's the bear!* by Jez Alborough, Candlewick Press, 1996.
- *Minnie's Diner: a multiplying menu*, by Dayle Ann Dodds, illustrated by John Manders, Candlewick Press, 2004.
- *Once upon a picnic*, by John Prater, illustrated by John Prater, Candlewick, 1996.
- *One hundred hungry ants*, by Elinor Pinczes, illustrated by Bonnie MacKain, Houghton Mifflin, 1993.
- *Packing up a picnic: activities and recipes for kids*, by Rick Walton and Jennifer Adams, Gibbs Smith, 2006.
- *Picnic farm*, by Christine Morton, illustrated by Sarah Barringer, Holiday House, 1998.
- *Pizza at Sally's*, by Monica Wellington, Dutton, 2006.
- *Please do feed the bears*, by Phyllis Naylor, illustrated by Ana Lopez Escrivea, Atheneum Books, 2002.
- *Raccoon tune*, by Nancy Shaw, illustrated by Howard Fine, Henry Holt, 2003.
- *The Teddy bears' picnic*, by Jimmy Kennedy, illustrated by Fran Thatcher, Barron's Educational, 2001.
- *Toad eats out*, by Susan Schade, Random House, 1995.
- *We're going on a picnic!* by Pat Hutchins, Greenwillow, 2002.
- *Where does Joe go?* by Tracey Pearson, illustrated by Tracey Campbell Pearson, Farrar, Straus and Giroux, 1999.

Music

- *Teddy bears' picnic*, performed by Jerry Garcia, written by John W. Bratton, HarperCollins, 1993.



Crafts (all crafts best for ages 2-5)

- Paper Bag Picnic Basket: www.sinc.sunysb.edu/Class/est572/mdepuy/june.htm
- Fruit Basket: www.thebestkidsbooksite.com/craftdetails.cfm?TopicID=192
- Paper Plate Watermelon: www.thebestkidsbooksite.com/craftdetails.cfm?TopicID=1282

Sing-a-longs

- **Here We Go on a Picnic**, to the tune “Mulberry Bush,”
Ages 0-5
(Source: www.preschooleducation.com)

Here we go on a picnic today,
A picnic today, a picnic today.
Here we go on a picnic today,
On such a beautiful _____ (day of the week)

This is the way we spread our cloth,
Spread our cloth, spread our cloth.
This is the way we spread our cloth,
On such a beautiful _____.

This is the way we eat our lunch...
This is the way we play our games...
This is the way we clean it up...
After a delightful picnic.

We had fun on a picnic today,
Picnic today, picnic today.
We had fun on a picnic today,
On such a beautiful _____.





- **Ants at the Picnic**, to the tune
“Skip to My Lou,”

Ages 0-5

(Source: www.preschooleducation.com)

Ants at the picnic, what'll I do?
Ants at the picnic, what'll I do?
Ants at the picnic, what'll I do?
Guess I'll eat real quickly!

*Try your own verses! Like, “Raccoons in the trashcan...”

- **Picnic in the Park**, to the tune
“She'll Be Coming Around the Mountain,”

Ages 0-5

(Source: www.preschooleducation.com)

Yes, we'll all go on
A picnic in the park.
Yes, we'll all go on
A picnic in the park.
Bring some lunch
And bring a ball.
There will be
Such fun for all!
Yes, we'll all go on
A picnic in the park.

- **All Around the Garbage Can**, to the tune:
“Pop Goes the Weasel!”

Ages 0-5

(Source: Phyllis Thode, Julie Moore, text from
“Raccoon Tune”)

All around the garbage can
The raccoons tip it over
They want some yummy food to eat
Pop! Goes the trashcan.

This lid is on a little tight.
We'll have to put up quite a fight.
We pull and pull with all our might.
Pop! Goes the trashcan.

What's inside for us to eat?
We really want some tasty treats!
Banana peels and bright red beets.
Pop! Goes the trashcan.



Activities

- **Trashcan Treasure Hunt,
Ages 2-8**

- o Set out trashcans around the library and fill them with an assortment of “food” (either paper cut-outs or plastic food)
- o Have children dress as raccoons (see masks/ tails in crafts section)
- o Little “raccoons” have to try to find healthy “meals” from the trash!
- o Ages 2-4: Keep the theme on healthy vs. not healthy treats for people
- o Ages 5 and up: You can first learn about what raccoons eat both in the wild and closer to people. Have them search for food that raccoons would/should eat.

- **Feed the Raccoons,
Ages 2-8**

- o Have some raccoons available (stuffed, puppets, or pictures from the “Raccoons!” program above)
- o Have healthy raccoon food available (plastic or paper)
- o Have children distribute the food to the raccoons so that all the raccoons have the same amount to eat!
 - § You could use fish as the food in keeping with the “Raccoon Tune” text
- o Ages 2-4: Use one fish per raccoon
- o Ages 5 and up: To make this more difficult for older children, increase the number of fish (15 fish: 5 raccoons)

- **Have a Picnic After the Program!
All Ages!**

Print-outs

- Picnic Bugs: <http://familyfun.go.com/printables/coloring-pages/printable/spring-picnic/>
- Picnic Table: <http://familycrafts.about.com/library/color/blcolpicnictabl.htm>
- Summer color sheets: <http://parenting.leehansen.com/downloads/coloring/summer-coloring.htm>
- Picnic Ant Maze: www.npl.lib.va.us/bibl/animals/activities/picnic_maze.html
- Picnic Crossword: www.npl.lib.va.us/bibl/animals/activities/cross_word.html



What's In the Trash Can?



Note: The Michigan Reads! webpage contains links to all URLs mentioned within the programming section at: www.michigan.gov/michiganreads

Read

- *Compost: growing gardens from your garbage*, by Linda Glaser, Millbrook Press, 1996.
- *Diary of a worm*, by Doreen Cronin, illustrated by Harry Bliss, Joanna Cotler, 2003.
- *The Dumpster diver*, by Janet S. Wong, illustrated by David Roberts, Candleick, 2007
- *Dumpy the dumptruck*, by Julie Andrews Edwards & Emma Walton Hamilton, illustrated by Tony Walton, Hyperion, 2000.
- *Earth Day – hooray!*, by Stuart Murphy, illustrated by Renee Andriani, HarperCollins, 2004.
- *EcoCrafts: creative Costumes*, by Dawn Brend, Kingfisher, 2007.
- *EcoCrafts: gorgeous gifts*, by Rebecca Craig, Kingfisher, 2007.
- *Every day is Earth Day: a craft book*, by Kathy Ross, illustrated by Sharon Lane Holm, Millbrook Press, 1995.
- *50 simple things kids can do to recycle*, by Earth Work Group, illustrated by Michele Montez, Earth Works Press, 1994.
- *Garbage collectors*, by Paulette Bourgeois, Kids Can Press, 1991.
- *Good Earth art: environmental art for kids*, by Mary Ann Kohl, illustrated by Cindy Gainer, Bright Ring Publishers, 1991.
- *Grover's ten terrific ways to help our wonderful world*, by Anna Ross, illustrated by Tom Leigh, Random House, 1992.
- *I stink!*, by Kate & Jim MacMullan, Joanne Cotler Books, 2002.
- *Once upon a banana*, by Jennifer Armstrong, illustrated by David Small, Simon & Schuster, 2006.
- *Raccoon tune*, by Nancy Shaw, illustrated by Howard Fine, Henry Holt, 2003.
- *Recycle: a handbook for kids*, by Gail Gibbons, Little Brown, 1992.
- *Recycle every day!*, by Nancy Wallace, Marshall Cavendish, 2003.
- *Recycling*, by Gary Chandler and Kevin Graham, Twenty-First Century Books, 1996.
- *Trash action: a fresh look at garbage*, by Ann Love & Jane Drake, illustrated by Mark Thurman, Tundra Books, 2006.
- *Trashy Town*, by Andrea Zimmerman & David Clemesha, illustrated by Dan Yaccarino, HarperCollins, 1999.
- *Waste, recycling and reuse: our impact on the planet*, by Rob Bowden, Raintree Stech-Vaughn, 2002.
- *Where does the garbage go?*, by Paul Showers, illustrated by Loretta Lustig, Crowell, 1974.



Music

- Good habits, by Geof Johnson, “Recycle,” the Orchard, 2002.
- Sing-A-Longs & Lullabies for the Film Curious George, by Jack Johnson, “The 3 R’s” and “My own two hands,” UMVD Labels, 2006.
- Singin’ For the Earth, J.P. Taylor, “The Landfill blues,” J.P. Taylor, 2008.

Crafts, Ages 2 and up – depending on the craft and materials

- Make something using recycling (preferably from something the children themselves bring in to donate.

Check out one of the craft books listed above or see:

- http://crafts.kaboose.com/holidays/earth-day/earth_day_crafts.html
- http://kidscrafts.suite101.com/article.cfm/trash_to_treasure_crafts_for_kids
- Build a larger structure or model from collected items. This forces older kids (and adults) to acknowledge how much we throw away and gets kids thinking about reusing items:
www.tulsaworld.com/news/article.aspx?articleID=20080508_238_A11_hHenr40734
 - **Ages 4 and up**
- Decorate a bucket to be taken home and used for compost. Buy plastic buckets with handles that can be easily stored under the sink. Kids can use paint to decorate them—maybe with pictures of things that go in the compost (banana peels, egg shells, etc.)
 - **Ages 2 and up**



Sing-a-longs

- **All Around the Garbage Can**,
to the tune: “Pop Goes the Weasel!”
Ages 0-5
(Source: Phyllis Thode, Julie Moore, text
from “Raccoon Tune”)

All around the garbage can
The raccoons tip it over
They want some yummy food to eat
Pop! Goes the trashcan.

This lid is on a little tight.
We’ll have to put up quite a fight.
We pull and pull with all our might.
Pop! Goes the trashcan.

What’s inside for us to eat?
We really want some tasty treats!
Banana peels and bright red beets.
Pop! Goes the trashcan.

- **If You See a Piece of Litter**, to the tune:
“If You’re Happy and You Know It”
Ages 0-5
(Source: www.perpetualpreschool.com)

If you see a piece of litter pick it up (Yell-PICK IT UP!)
If you see a piece of litter pick it up (PICK IT UP!)
You will make the world look better if you pick up
all the litter.
If you see a piece of litter, pick it up (PICK IT UP!!)

- **Hear the Recycling!**, to the tune:
“Mary Had a Little Lamb”
Ages 0-5
(Source: www.perpetualpreschool.com)

Hear the cans go crunch, crunch, crunch...crunch,
crunch, crunch... crunch, crunch, crunch
Hear the cans go crunch, crunch, crunch. Recycle
for our Earth!

Hear the paper go crinkle, crinkle, crinkle...

Hear the glass go clink, clink, clink...

Add other materials and sounds!



Activity

- **What goes in the trash?**

- Ages 2-8**

- Set out a trash can, recycling box, and a composting bucket
 - Bring out actual articles of trash, recycling, and compost and have the kids help decide where they should go
 - If something is trash, discuss whether it can be reused in any way or if there is a way to prevent it from being thrown away (for example, if it is a plastic shopping bag, you can talk about using canvas bags)
 - Consult your local recycling agencies for a complete list of what can be recycled in your area—you may be surprised! There is usually a long list of items that can be recycled beyond normal curbside pick up.
 - Ages 2-4: stick to the “sorting” exercise
 - Ages 5 and up: incorporate information about reducing waste, how to help your community with recycling and composting, etc.

- **Trashcan Treasure Hunt,**

- Ages 2-8**

- Set out trashcans around the library and fill them with an assortment of “trash” (paper, cans, plastic food, cups, etc.)
 - Kids need to get out recycleables for the recycling box and compostables for the compost bucket.
 - Note how much you reduced the trash!
 - Ages 2-4: Keep items simple and clear (one or two types of “trash” one or two types of “recycling” and one or two types of “compost”)
 - Ages 5 and up: Put a greater variety of items in the trash cans and include items that are questionable—what do we do in our community with batteries? Or sneakers?

Print-outs

- **Coloring pages:**

- www.edhelper.com/caring_for_earth.htm
 - www.activityvillage.co.uk/earth_day_coloring_pages.htm
 - <http://printables.kaboose.com/holidays/earth-day/coloring-pages/earth-color.html>

- **Earth Day word searches at 4 different levels:**

- <http://holidays.kaboose.com/earthday-word.html>

- Albert's raccoon*, by Karen Wallace and Graham Percy, Kingfisher, 2004.
- The Berenstain bears go in and out*, by Stan & Jan Berenstain, Random House, 2000.
- The best book of nighttime animals*, by Belinda Weber, Kingfisher, 2006.
- The big cheese*, by Apple Jordan, illustrated by the Disney Storybook Artists, Random House, 2007.
- Blackboard bear*, by Martha Alexander, Candlewick Press, 1999.
- Bringing down the moon*, by Jonathan Emmett, illustrated by Vanessa Cabban, Walker Books, 2002.
- Compost: growing gardens from your garbage*, by Linda Glaser, Millbrook Press, 1996.
- Counting kisses and others*, by Karen Katz, Little Simon, 2003.
- Desert song*, by Tony Johnston, illustrated by Ed Young, Gibbs Smith, 2000.
- Diary of a worm*, by Doreen Cronin, illustrated by Harry Bliss, Joanna Cotler, 2003.
- Dim sun for everyone*, by Grace Lin, Knopf, 2001.
- The Dumpster diver*, by Janet S. Wong, illustrated by David Roberts, Candleick, 2007.
- Dumpy the dumptruck*, by Julie Andrews Edwards & Emma Walton Hamilton, illustrated by Tony Walton, Hyperion, 2000.
- Earth Day – hooray!*, by Stuart Murphy, illustrated by Renee Andriani, HarperCollins, 2004.
- EcoCrafts.creative costumes*, by Dawn Brend, Kingfisher, 2007.
- EcoCrafts: gorgeous gifts*, by Rebecca Craig, Kingfisher, 2007.
- Every day is Earth Day: a craft book*, by Kathy Ross, illustrated by Sharon Lane Holm, Millbrook Press, 1995.
- Fast good! Gulp! Gulp!*, by Bernard Waber, Houghton Mifflin, 2001.
- 50 simple things kids can do to recycle*, by Earth Work Group, illustrated by Michele Montez, Earth Works Press, 1994.
- A Friend for all seasons*, by Julia Hubery, illustrated by Mei Matsuoka, Atheneum Books, 2006.
- Froggy eats out*, by Jonathan London, illustrated by Frank Remkiewicz, Viking, 2001.
- Garbage collectors*, by Paulette Bourgeois, Kids Can Press, 1991.
- Good Earth art: environmental art for kids*, by Mary Ann Kohl, illustrated by Cindy Gainer, Bright Ring Publishers, 1991.
- Good habits*, by Geof Johnson, "Recycle," the Orchard, 2002 (music).
- Good night, sleep tight, little bunnies*, by Dawn Apperley, Cartwheel Books, 2002.
- Grover's ten terrific ways to help our wonderful world*, by Anna Ross, illustrated by Tom Leigh, Random House, 1992.

The great Corgiville kidnapping, by Tasha Tudor, Little Brown, 1997.

Hamburger heaven, by Wong Yee, Houghton Mifflin, 1999.

How raccoon got his coat, Native American Folktale: <http://www.geocities.com/crawdadcreekrehab/RaccoonCoat.html>

How spider stopped the litterbugs, by Robert Kraus, Scholastic, 1991.

Hug, by Jez Alborough, Candlewick Press, 2000.

Hunter's best friend at school, by Laura Malone Elliott, illustrated by Lynn Munsinger, HarperCollins, 2002.

I stink!, by Kate & Jim MacMullan, Joanne Cotler Books, 2002.

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